Centre For Education Information

1999/2000 ANNUAL REPORT

Moving Forward

The Centre for Education Information Standards and Services (CEISS) is an independent, not-for-profit agency that provides information and data management services to British Columbia's educational institutions, their stakeholders and the provincial government. We specialize in education research, information technology services, and the development of career and labour market information.

TABLE OF CONTENTS

A Year in Review

An overview of CEISS as an organization

Message from the Chair 1
Board of Directors 2
CEO's Message 3
Corporate Highlights 4
Financial Information 5
Stakeholders 6
Service Model 7

A Year in Motion

Updates and key accomplishments by product and service area

Data Definitions and Standards 10
Administrative Systems Implementation 11
Educational Outcomes 12
Education and Labour Market Information Services 14
Career Information Services 15
System Partnership Services 16
Post-secondary Application Service of BC 17
Internet Business Services 18

A Year in Service

Features on stakeholders and CEISS products and services

Nicola Valley Institute of Technology and Colleague BC 20
College Institute Educators' Association and the Labour Relations Database 22
Students, Teachers, and Career Practitioners and Opening Doors 23
Contact Information 24

LEGISLATIVE LIBRARY OF BRITISH COLUMBIA
3 3298 00262 3818

102-00289/

A YEAR IN REVIEW

The Centre for Education Information Standards and Services (CEISS) has matured significantly since our founding in 1996. In 1999/2000 we continued to support the British Columbia education system with our products and services. Through the leadership of our Board of Directors and management, dedication of our staff, and the support of our stakeholders, we are Moving Forward.

LEGISLATIVE LIBRARY
VICTORIA, B.C. V8V 1X4 SEP 17 2001

MESSAGE FROM THE CHAIR

On behalf of the Board of Directors of the Centre for Education Information Standards and Services, I am pleased to present this 1999/2000 Annual Report.

As the president of a University-College, I am keenly aware of the value that the Centre for Education Information provides to the education system in British Columbia. Since 1996, the Centre has provided creative and cost-effective solutions to address challenges in the areas of administrative systems, data standards and databases, finance, human resources and student record systems, and Web-based information systems, to name but a few.

The achievements of the past year were made possible by collaboration between CEISS and system stakeholders, including education institutions, government, and system-wide agencies. Together, we created solutions that facilitated the coordination of data collection, provided system support to institutions, and helped the public make informed career and education decisions.

These are both challenging and promising days for the education system. As never before, the system must respond to a range of demands in a competitive context. The Centre for Education Information, with its expertise in Information Technology tools, data collection and analysis, has proven itself a reliable provider of solutions to these challenges.

During 1999/2000, the Board of Directors worked with a spirit of cooperation to finalize a set of board policies and guidelines. To the past board members Ed Lavalle, Berry Calder, and Jennifer Standeven, I extend my appreciation for their effort and dedication. To newly appointed board members I offer my support, encouragement, and commitment to work with them to serve the needs of the BC education system.

I would like to thank CEISS staff, management, and my colleagues on the Board of Directors for their commitment to serve the British Columbia education system by providing system-wide data and information services and standards.

Skip Triplett

Skip Triplett
Chair
President, Kwantlen University College

Representing the Council of Chief Executive Officers

BOARD OF DIRECTORS

Carole Nelson
Board Member
Board Member,
Douglas College

Representing the Advanced Education Council of BC (AECBC)

Pam Catsirelis
Board Member
Past president,
CUPE Local 2773,
College of the Rockies

Representing the Canadian Union of Public Employees (CUPE)

Stuart P. Seifert
Board Member
Board Member,
Malaspina
University-College

Representing the BC Government and Service Employees' Union (BCGEU)

Cindy Oliver
Board Member
Secretary Treasurer
CIEA

Representing the College Institute Educators' Association (CIEA)

Blair Littler
Secretary-Treasurer
Director,
Data Management
Branch (MOE)

Representing the Ministry of Education

Robert Grace
Board Member
Director, Partnership
Development and
Marketing (ITAC)

Representing the Industry Training and Apprenticeship Commission

Rod MacDonald
Vice-Chair
Director, Finance and
Information Management
Branch (MAETT)

Representing the Ministry of Advanced Education Training and Technology

Gloria Back
Board Member
Director, Universities
and Institutes Branch
(MAETT)

Representing the Ministry of Advanced Education Training and Technology

Linda Holmes
Board Member
President,
Langara College

Representing the Council of Chief Executive Officers

MESSAGE FROM THE CEO

Having concluded our fourth full year of operations in 1999/2000, I am pleased to reflect on the fact that the Centre for Education Information has become an organization recognized for its continued effectiveness in providing high quality and timely information services and standards to the British Columbia education system.

This annual report provides a summary of our successes in the past fiscal year, and highlights both organizational and project accomplishments. Appropriately, we have chosen the theme "Moving Forward" for this year's report.

As a service agency, our primary goals in 1999/2000 were to satisfy the needs of our customers and stakeholders, and to provide exceptional service. Relying on project management methodologies and a thorough understanding of BC's education system, the Centre for Education Information was able to achieve these goals. In doing so, we were able to add value to all the products and services we provide.

On a corporate level, we moved forward in areas of security and disaster management, human resources, corporate communications, and project management abilities. On the product and services level, all our activities were undertaken with a dedication to continual improvement. As in years past, emphasis was placed on working collaboratively with stakeholders, including educational institutions, government, and education sector agencies.

In the future, the Centre for Education Information will continue to develop and implement data standards and shared information technology services. We will bring both an objective and province-wide perspective to the collection and dissemination of information to support the needs of students, teachers and faculty, administrators, managers and executives not only in the post-secondary system, but in the K–12 and labour market services sectors as well.

The successes of 1999/2000 would not have been possible without the involvement and support of those in the education system of British Columbia, notably our Board of Directors and our staff and management. Together, we moved forward in meeting our goals of improving accessibility, the relevance and quality, accountability, and affordability of education in BC.

David Rees
CEO

David Rees

In Appreciation

We would like to take this opportunity to acknowledge the dedication and contribution of Ed Lavalle, who has served on our Board of Directors since its creation in 1996. Ed has served on the board in several roles, first as a member, then as chair of the finance subcommittee, and most recently as chairperson.

As an instructor at Capilano College and former president of the College Institute Educators' Association, Ed brought a valuable perspective to our organization. As a board member, Ed's enthusiasm and participation enabled the Board to work collaboratively to achieve our mission and goals in service of the education system in this province. His leadership was a key element in the development and implementation of Board and organization policies, including the Board Governance and Policy Manual and the Human Resources and Policy Manual. We thank you, Ed, for helping CEISS move forward!

Ed Lavalle

Y2K

In 1999/2000, the Centre for Education Information completed a number of corporate initiatives to streamline and safeguard our operations and to enhance our ability to provide products and services to our customers.

Security/Disaster Recovery Plan

As the administrator of large amounts of data and critical business systems, CEISS makes it a priority to manage the risks associated with facility access, data storage, and security. To this end, an Information Risk Assessment Review was conducted by the consulting firm KPMG. Their recommendations were accepted and implemented. As well, a comprehensive Disaster Recovery Plan for our information technology systems was initiated, which will ultimately result in an even higher level of confidence in the safety of our systems and data.

Ensuring reliable service throughout the uncertainties of the Year 2000 roll-over was a priority for the Centre for Education Information in 1999/2000. As a result of a comprehensive plan to ensure Y2K compliance well in advance of the roll-over, our customers experienced no disruptions in the products and services provided by CEISS.

Having successfully managed the challenges of Y2K, we have gained invaluable experience in the areas of security and disaster planning. This experience will enhance the safety and reliability of our products and services into the future.

Human Resources

In our goal to be recognized as a "best practices" employer, CEISS developed a suite of human resources policies and procedures. The guiding philosophy of these policies is a commitment to treating employees as responsible professionals who are trusted to make appropriate decisions within established guidelines and reasonable expectations.

Also in 1999/2000 an Occupational Health and Safety Committee was founded. In addition, all staff attended awareness sessions on discrimination, to ensure a welcoming and equitable working environment for all.

CEISS makes it a priority to manage the risks associated with facility access, data storage, and security.

SharED 2000

Shifting student demands, changing business practices, and the increasing use of information technology has created many challenges for education institutions in British Columbia. To facilitate dialogue on these issues, CEISS piloted a workshop series entitled SharED. The inaugural event was held February 28, 2000 at Simon Fraser University at Harbour Centre and focused on demographic and technology-related trends impacting the post-secondary system. The high level of delegate satisfaction with this workshop has paved the way for future SharED events.

Board of Directors

The Board Governance and Policy Manual was ratified in October 1999, providing the CEISS Board of Directors with guidelines and a shared mandate. This document enables Board members—who represent the interests of stakeholders in the education system in British Columbia—to work collaboratively within a common framework. In turn, the Board of Directors empowers CEISS to pursue our mission and goals.

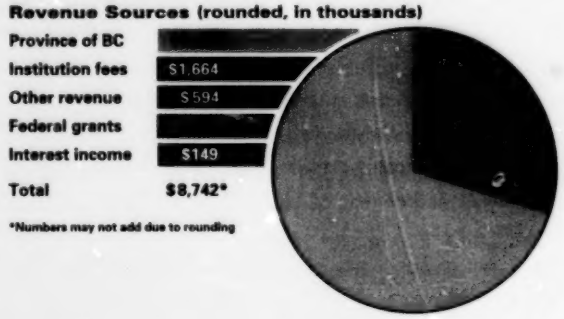
Project Management Phase 2

CEISS is committed to continually improving our project management (PM) abilities to ensure all our projects are completed on time, on budget, and to our customer's satisfaction. In 1999/2000, an increased level of understanding and use of PM practices catapulted our agency to a higher level of project management compliance. Key developments included the creation of a project review team to review, approve, and support all existing projects and the tailoring of standard project management methodologies to meet the unique needs of the education sector. The result is highly effective project planning and management and an enhanced ability in budgeting and forecasting.

Financial Summary 1999/2000

Operating revenues were $8,742,291 in 1999/2000. Of this total, approximately 71 percent was from the Province of British Columbia, 19 percent from BC education institutions, 2 percent from the Government of Canada, 2 percent from interest income, and 7 percent from other sources. A small portion of provincial funds are for shared services provided by CEISS to the Centre for Curriculum, Transfer and Technology, the British Columbia Centre for International Education, and the Contract Training and Marketing Society.

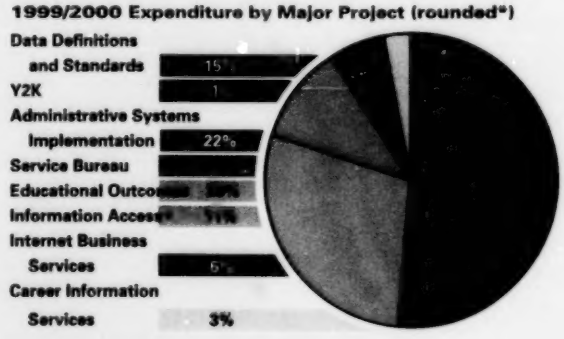
Revenue Sources (rounded, in thousands)



*Numbers may not add due to rounding

Operating expenses consist of direct project costs and project and organizational support, and totaled $8,518,795 in 1999/2000. The chart "Expenditure by Major Project" shows the proportion of funds spent in each of the major project areas and includes the cost of staff involved directly in these areas. In addition, the Board of Directors approved internal restrictions of $405,000 to fund projects in the 2000/2001 fiscal year, $295,518 for capital replacement, $132,619 for future capital requisitions and $300,000 as an operating reserve.

1999/2000 Expenditure by Major Project (rounded*)



* Projects including Opening Doors and Human Resources Database
* Numbers may not total 100 due to rounding

The Centre for Education Information Standards and Services was created in 1996 with the mission to provide effective system-wide data and information standards and services in the support of the British Columbia education system. This focus on our stakeholders continues to be central to the achievement of our mission today.

As a service agency, the satisfaction of our stakeholders is paramount. Our success in this area is based on two factors: first, meeting stakeholder needs in a timely, relevant, and consistent manner and second, working in full partnership with the education system on every project.

The matrix on this page demonstrates how our products and services meet the needs of our stakeholders in each of four customer groups in three major education system sectors.

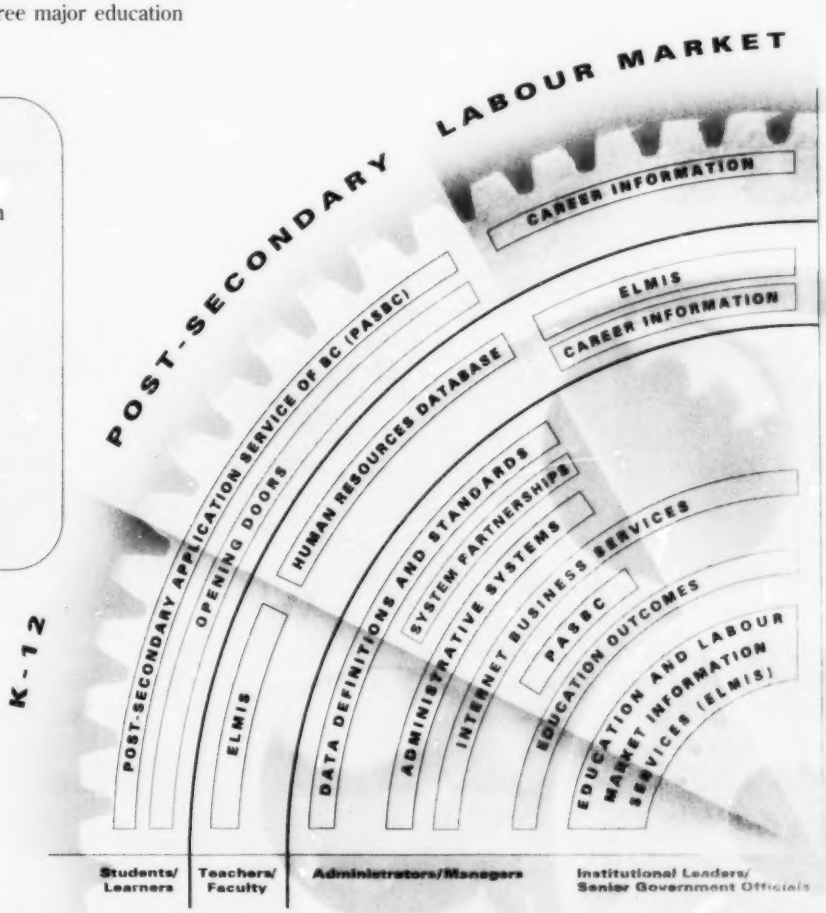
Goals:

- To help assess the relevance and quality of post-secondary education
- To improve the availability of information to learners
- To improve the affordability of post-secondary education
- To assist with the development of accountability processes

The K-12 Sector includes school districts, the Ministry of Education, and related organizations and agencies.

The Post-Secondary Sector includes publicly-funded colleges and institutes, university colleges, universities, private post-secondary training institutions, the Ministry of Advanced Education, Training and Technology, and related organizations and agencies.

The Labour Market Services Sector includes Human Resources Development Canada, the Employment Services Centres of the Ministry of Social Development and Economic Security, and related organizations that fund education and training services.



MARKET / STAKEHOLDERS

The Centre for Education Information Standards and Services was created in 1996 with the mission to provide effective system-wide data and information standards and services in the support of the British Columbia education system. This focus on our stakeholders continues to be central to the achievement of our mission today.

As a service agency, the satisfaction of our stakeholders is paramount. Our success in this area is based on two factors: first, meeting stakeholder needs in a timely, relevant, and consistent manner and second, working in full partnership with the education system on every project.

The matrix on this page demonstrates how our products and services meet the needs of our stakeholders in each of four customer groups in three major education system sectors.

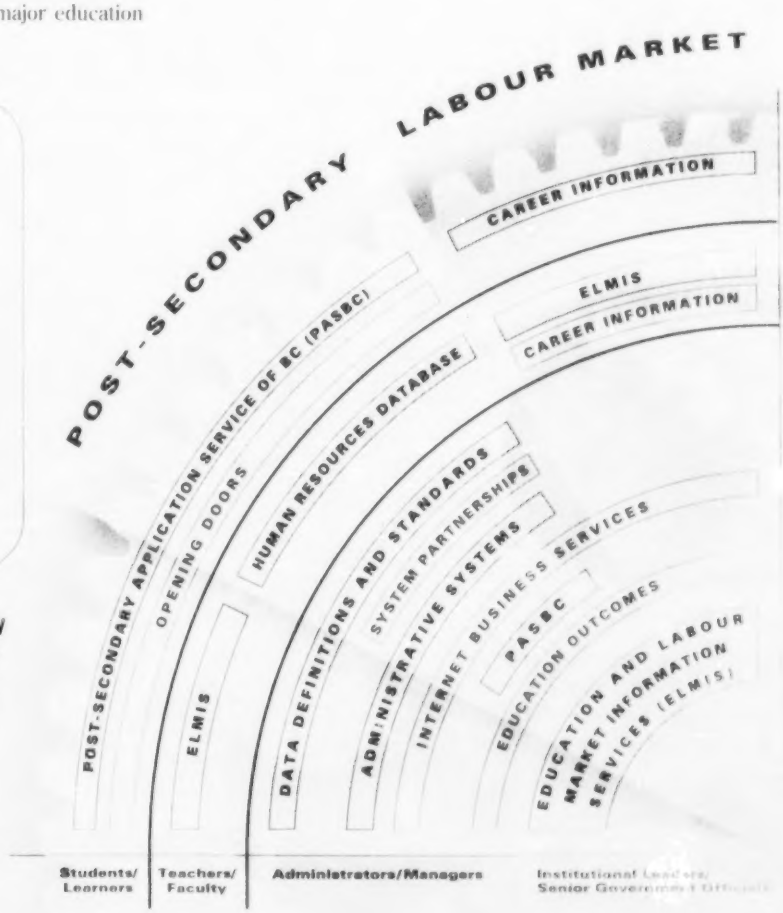
The K-12 Sector includes school districts, the Ministry of Education, and related organizations and agencies.

The Post-Secondary Sector includes publicly funded colleges and institutes, university colleges, universities, private post-secondary training institutions, the Ministry of Advanced Education, Training and Technology, and related organizations and agencies.

The Labour Market Services Sector includes Human Resources Development Canada, the Employment Services Centres of the Ministry of Social Development and Economic Security, and related organizations that fund education and training services.

Goals:

- To help assess the relevance and quality of post-secondary education
- To improve the availability of information to learners
- To improve the affordability of post-secondary education
- To assist with the development of accountability processes



SERVICE MODEL 1999/2000

The Centre for Education Information is organized in four divisions to deliver products and services that support the information needs of the British Columbia education system.

The service model shown here describes briefly the services we provide within these four divisions: Client Services, Information Standards, Information Services, and Corporate Services. The distinction between Information Standards and Information Services is a soft one, as projects often have elements of both.

This structure is responsive and flexible, allowing staff to work co-operatively on projects, and reflects our nature as a project management organization.

CLIENT SERVICES

Business Development

Maintaining customer relationships and identifying and qualifying new business opportunities.

Marketing

Assessing customer needs and developing new products and services to meet those needs.

Communications

Providing corporate and project communication support services through newsletters, publications and SharED conferences in order to increase awareness of our products and services.

INFORMATION STANDARDS

Data Definitions and Standards

Fostering and facilitating the development of data standards, naming conventions and a data dictionary, as well as the design, development and management of education-related databases.

Administrative Systems Implementation

The planning, management and implementation of administrative computer systems for educational institutions.

Service Bureau

The management and operation of shared computer services, including hardware, operating systems, application maintenance, network access, and secure data storage for educational institutions.

Client Services
Erwin Schwarz

Client Services is responsible for liaising with the educational sector, generating additional revenue through new business opportunities, and promoting products and services.

Information Standards
Wendy Norman

The Information Standards Division is responsible for ensuring the coordination and comparability of data and information systems.

INFORMATION SERVICES

Educational Outcomes

Development, management and analysis of education-related student outcomes surveys.

Education and Labour Market Information

The collection and analysis of education, socio-economic, and labour force data as well as statistical bulletins and reports.

Career Information

Development, management and analysis of information regarding BC post-secondary education programs and products related to labour market demand.

System Partnership Services

The evaluation of products, and the negotiation and co-ordination of software licensing agreements and hardware leases.

Post-secondary Application Service of BC

Management of an online, Internet-based application-for-admission system and inter-institution electronic data transfer services.

Internet Business Services

The design, development and maintenance of Web-based information systems and associated databases to support the electronic delivery services of educational institutions and other agencies.

Project Management

Provision of project planning and management services as well as supporting an internal Project Management Information System.

CORPORATE SERVICES

Finance and Administration

Management of the organization's finances, facilities, and contracts as well as related policies and procedures.

Human Resources

Management of labour relations, leave management, recruitment, employee orientation and corporate training program.

Internal Systems

Maintenance and support of computer systems and network services for internal and customer-based applications.

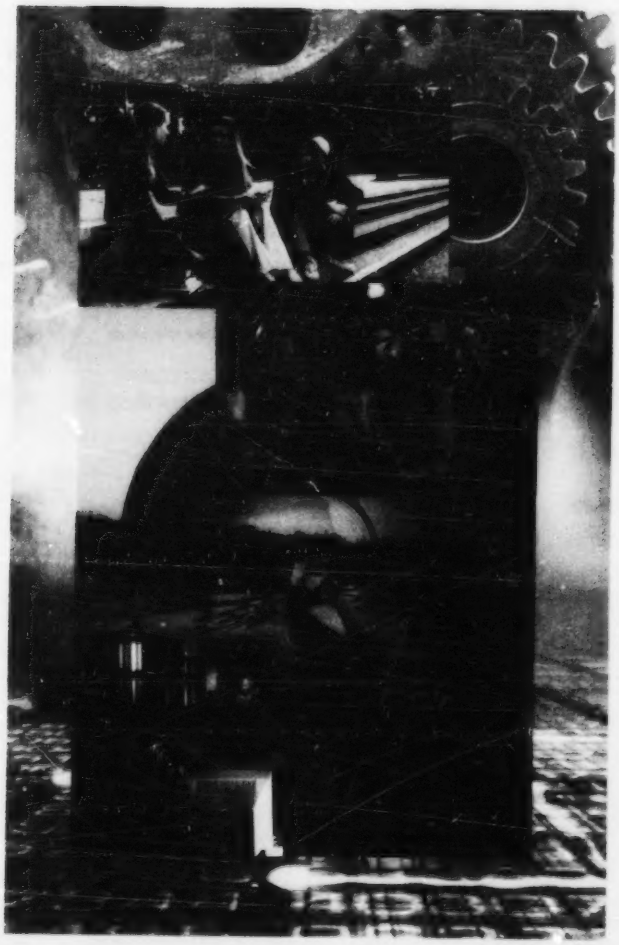
Information Services
Scott MacInnis

The Information Services Division is responsible for maintaining and consolidating education and training data and related social, economic, and labour market information.

Corporate Services
Valerie Wooff

Corporate Services is responsible for implementing policies and procedures and providing effective and efficient support services to ensure the timely delivery of products and services to our customers.

A YEAR IN MOTION



The Centre for Education Information Standards and Services (CEISS) provides products and services for a wide range of stakeholders in the British Columbia education system, including K–12, post-secondary and labour market services sectors. By continuing to respond to the needs of our stakeholders, we are Moving Forward.

DATA DEFINITIONS AND STANDARDS

The Data Definitions and Standards Project (DDEF) is a major initiative that will see the creation of a single source of data on student, financial, and human resources activities for publicly funded institutions in British Columbia. This project involves the development of a common set of information standards and definitions and a single repository (a data warehouse) where all post-secondary institutions can deposit their reporting data.

An initiative of the BC Ministry of Advanced Education, Training and Technology and the college and institute system, DDEF will result in an important source of data to help support system-wide accountability and provide a single source for routine government administrative reporting.

There were four main activities in 1999/2000: implementation of student data warehouses at six post-secondary institutions; transition of four preliminary implementers to an updated version of the student data standards; implementation of the Central Data Warehouse operations; and the establishment of procedures for maintenance of the data standards.

Project History and Timelines

1995 Data standards established for system-wide reporting

1997 Preliminary implementation of four institutions with standard databases

1999 Start of Phase 2 (current)

2000 Completion of Phase 2

Key Accomplishments:

- **First phase of Data Warehouse successfully completed at British Columbia Institute of Technology, Camosun College, Malaspina University-College and Okanagan University College** *April 1999*
- **Secondary implementation begins with four institutions, Kwantlen University College, Open Learning Agency, College of the Rockies and Vancouver Community College** *August 1999*
- **Quality Assurance Reports completed** *October 1999*
- **Douglas College and North Island College join secondary implementation phase** *December 1999*
- **Capilano College becomes the seventh institution to join the secondary implementation, bringing the total number of participating institutions to 11. This represents 50 per cent of the colleges, institutes and agencies in British Columbia, and 70 per cent of their students** *March 2000*
- **Data submissions received from Kwantlen University College, Open Learning Agency, and College of the Rockies** *January 2000*

DATA DEFINITIONS AND STANDARDS

The Data Definitions and Standards Project (DDEF) is a major initiative that will see the creation of a single source of data on student, financial, and human resources activities for publicly funded institutions in British Columbia. This project involves the development of a common set of information standards and definitions and a single repository (a data warehouse) where all post-secondary institutions can deposit their reporting data.

An initiative of the BC Ministry of Advanced Education, Training and Technology and the college and institute system, DDEF will result in an important source of data to help support system-wide accountability and provide a single source for routine government administrative reporting.

There were four main activities in 1999/2000: implementation of student data warehouses at six post-secondary institutions; transition of four preliminary implementers to an updated version of the student data standards; implementation of the Central Data Warehouse operations; and the establishment of procedures for maintenance of the data standards.

Project History and Timelines

1995 Data standards established for system-wide reporting

1997 Preliminary implementation of four institutions with standard databases

1999 Start of Phase 2 (current)

2000 Completion of Phase 2

Key Accomplishments:

- **First phase of Data Warehouse successfully completed at British Columbia Institute of Technology, Camosun College, Malaspina University-College and Okanagan University College** *April 1999*
- **Secondary implementation begins with four institutions, Kwantlen University College, Open Learning Agency, College of the Rockies and Vancouver Community College** *August 1999*
- **Quality Assurance Reports completed** *October 1999*
- **Douglas College and North Island College join secondary implementation phase** *December 1999*
- **Capilano College becomes the seventh institution to join the secondary implementation, bringing the total number of participating institutions to 11. This represents 50 per cent of the colleges, institutes and agencies in British Columbia, and 70 per cent of their students** *March 2000*
- **Data submissions received from Kwantlen University College, Open Learning Agency, and College of the Rockies** *January 2000*

DDEF will result in an important source of data to help support system-wide accountability.

ADMINISTRATIVE SYSTEMS IMPLEMENTATION

The Administrative Systems Implementation unit manages the implementation of administrative systems for educational institutions and provides ongoing operational support. The unit's service is timely since many institutions have recently upgraded or replaced systems to enhance efficiencies in enrolment and instructional management, budgeting, financial and human resource management.

Colleague is currently being implemented at a number of BC colleges and institutes. Colleague, a Datatel product, is an integrated software package with modules for finance, human resources and payroll, and student records administration and management. It provides the foundation for standard information in support of institutional analysis and decision-making. As members of the Colleague group, institutions also benefit from discounts on software licenses, and support from a team of trained experts.

The project's most significant achievement in 1999/2000 was the implementation of seven Colleague modules. This achievement was the result of collaboration between CEISS and institutional staff, which ensured a high level of customer care, interaction and satisfaction.

In addition to implementation assistance, a Colleague Service Bureau serves five institutions by providing remote access to the Colleague system through a central, shared server. As well, institutions receive ongoing software and technical support through a fully-staffed help desk. In summary, the Service Bureau provides institutions with savings on software purchases, shared hardware acquisition and maintenance, and cost-effective systems expertise through a single shared resource.

Key Accomplishments:

- **Nicola Valley Institute of Technology (NVIT) successfully launches the Finance module** *April 1999*
- **North Island College (NIC) successfully launches Student Records system** *April 1999*
- **Emily Carr Institute of Art and Design (ECIAD) goes live with the Student Records system** *May 1999*
- **College of New Caledonia (CNC) successfully launches the Human Resources/Payroll system** *June 1999*
- **University College of the Cariboo (UCC) successfully implements the Human Resources/Payroll system, becoming the second BC institution to complete implementation of all three Colleague modules** *January 2000*
- **Camosun College (CAM) implements the Human Resources/Payroll Colleague system** *January 2000*
- **College of New Caledonia (CNC) completes implementation of the Colleague Student Records system in** *March 2000,* **becoming the third BC institution to complete the implementation of all three Colleague modules, following the College of the Rockies (COTR) in** *January 1999* **and UCC in** *January 2000*
- **Colleague Help Desk Web site launched, allowing users to register and track the status of all support calls** *March 2000*

EDUCATIONAL OUTCOMES

Core Surveys

The Educational Outcomes unit collects and disseminates information about former students' education experiences and their subsequent labour market and further education outcomes. These projects are large and complex, with the Educational Outcomes team involved in developing the survey instruments, building outcomes databases, analyzing data, and publishing the results.

The Outcomes team manages a range of student outcomes surveys, some on an ongoing basis, and others as requested by clients. Among the ongoing core surveys are the BC College and Institute Student Outcomes, University Outcomes, and On Track: Private Training Outcomes Survey. In 1999/2000, the Education Outcomes team also produced a number of pilot and custom reports, including the English as a Second Language Outcomes Survey, the Adult Special Education Outcomes Survey, the K–12 Adult Learners Outcomes Survey Report and University Early Leavers Survey.

Educational Outcomes surveys are invaluable tools used by a range of stakeholders. Students use them to help plan their educational choices. Institutions use them to assess and improve the relevance and efficiency of their programs and services. Teachers and career practitioners rely on educational outcomes to provide education or career guidance to students, and to provide essential feedback on their programs.

At the system level, educational outcomes provide information that supports decision-making by institutional leaders and government by providing access to a single, integrated source of information. With multi-year, system wide accountability information, these reports and data are an essential resource in planning and policy development.

BC College and Institute Student Outcomes

Each year, over 30,000 former students from public colleges and institutes are surveyed. The data collected is used to produce a variety of reports for participating institutions, the BC Ministry of Advanced Education, Training and Technology, and other system agencies. These include annual reports such as the Key Student Outcomes Indicators: Survey Results by Institution, and the Summary of Survey Results by Program Area, as well as reports on specific student cohorts as required by the provincial Outcomes Working Group.

Data are also available in the form of the Student Outcomes Reporting System (SORS), a program which allows users to create queries from five years of outcomes data.

University Graduate Outcomes

Surveys of university students at two and five years after graduation are carried out on behalf of The University Presidents' Council (TUPC), and the Ministry of Advanced Education, Training and Technology. The information collected within this survey is used to assess student satisfaction, as well as the employment and education outcomes of former baccalaureate graduates. The past year also saw work completed on a pilot survey on university early leavers.

On Track: Private Training Outcomes

This survey provides information on graduates of private training institutions. Over 300 institutions were participating by the end of 1999/2000 with interest in the survey continuing to grow. This survey is funded by Human Resources Development Canada and the Ministry of Advanced Education, Training and Technology. Stakeholders include the Ministry of Social Development and Economic Security, the BC Career Colleges Association, the Private Post-Secondary Education Commission, the Association of Service Providers for Employability and Career Training (ASPECT), and private and community-based training institutions.

Custom Surveys

Adult Special Education Outcomes

The first outcomes survey of former students with disabilities, this project involved students from six British Columbia colleges who enrolled in ASE courses of study. The survey focused on students' satisfaction with their studies, their evaluation of the programs, and their employment and education outcomes.

K–12 Adult Learners Outcomes (ALOS)

The first outcomes survey in the K–12 sector, this project provided a snapshot of the outcomes and experiences of adult learners who were enrolled in school district programs leading to graduation. It was conducted on behalf of the Ministry of Advanced Education, Training and Technology, Ministry of Education, and K–12 school districts that offer adult graduation programs.

Key Accomplishments:

BC College and Institute Student Outcomes

- **1998 College and Institute Outcomes Survey Highlights published** *June 1999*
- **1998 Key Student Outcomes Indicators: Survey Results by Institution published** *July 1999*

- **1998 Summary of Survey Results by Program Area published** *August 1999*
- **1998 Survey Results by Detailed Program published** *September 1999*
- **1998 Job Destinations Report published** *September 1999*
- **Special Report on Outcomes of Students with Disabilities published** *September 1999*
- **Student Outcomes Reporting System (SORS) Version 4 (1995-1999) released** *December 1999*
- **BC College and Institute Student Outcomes Issues Papers completed** *March 2000*
- **1999 Key Student Outcomes Indicators: Survey Results by Institution completed** *March 2000*
- **1999 Summary of Survey Results by Program Area completed** *March 2000*
- **1997 Outcomes of Former University, College and Institute Co-op Students published** *March 2000*

On Track

- **On Track mid-year report published** *January 2000*
- **Tracking newsletter containing summary outcomes published** *February 2000*

Custom Surveys

- **1997-1998 Adult Learners Outcomes Survey Highlights completed** *November 1999*
- **Adult Special Education Outcomes Report published** *February 2000*
- **1999 K–12 Adult Learners Outcomes Survey Report completed** *February 2000*
- **English as a Second Language (ESL) Report and Highlights completed** *March 2000*

EDUCATION AND LABOUR MARKET INFORMATION SERVICES

Education and Labour Market Information Services (ELMIS) provides timely analysis of provincial and inter-jurisdictional education and labour market information. ELMIS synthesizes information from various sources and assists decision-makers at all levels — from students and their parents, to executives — by providing them with well-researched information about the learning system in British Columbia.

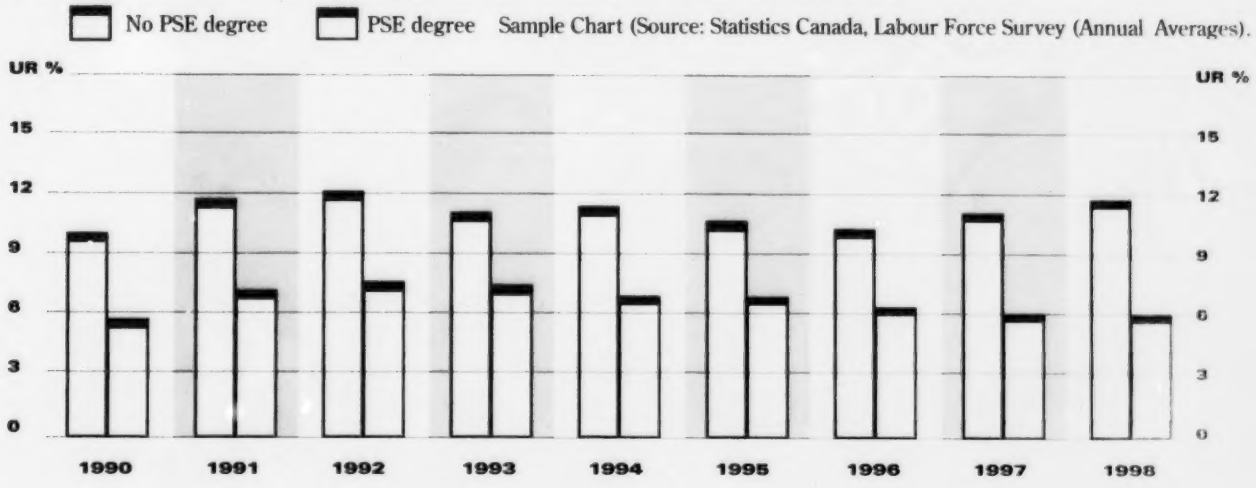
A variety of initiatives were undertaken in 1999/2000. One major undertaking was the BC Labour Relations Database (LRDB), produced for the Ministry of Advanced Education, Training and Technology, the Post Secondary Employers' Association, College Institute Educators' Association, BC Government and Service Employees' Union, and colleges and institutes.

The LRDB is designed to support the collective bargaining process in the college and institute sector by ensuring all parties have access to the same information. This project involved the collection of standardized information on college and institute faculty, and the storage of the information in a comprehensive database. It is also used by unions, management and government for planning and policy decisions.

Key Accomplishments:

- **Recent Trends in Demand for Public Post-secondary Education Report completed for The University Presidents' Council** *January 2000*
- **Linking IT High School Graduates with Employment: Industry Survey, completed for the Centre for Applied Academics published** *January 2000*
- **Debut edition of Education Outlook published** *February 2000*
- **Labour Relations Database completed** *Spring 2000*
- **K-12 Teacher Data Collection Harmonization Study completed** *March 2000*

BC Unemployment Rate by Education Level, Ages 15 and Over



CAREER INFORMATION SERVICES

The Career Information Services (CIS) team provides a range of products and services focusing on education and career information. The result is an increased availability of information that assists individuals in making career and education decisions.

The flagship product of Career Information Services is Opening Doors, the online guide to public, post-secondary education in British Columbia. This resource provides plain-language information on full-time undergraduate programs offered by every public, post-secondary institution in BC. Details on programs include admission requirements, course start dates, and tuition fees.

In 1999/2000, the focus was on enhancing Opening Doors to better assist students in making decisions about post-secondary education. This included expanding the database to include information on programs from every one of BC's 28 public institutions. As well, Opening Doors was launched as a Web site (www.openingdoorsbc.com), offering students additional information on which to base their decisions, notably, links to provincial summary student outcomes data detailing former student employment results and starting salaries. Through participation at career fairs and education organization conferences, Opening Doors was presented to approximately 22,000 students, to 400 counsellors and educators and to 300 parents.

The Career Information Services team is also involved in other career and education-related products, such as What Works, the newsletter for out-of-work and out-of-school youth, and Work Futures. These resources are produced in cooperation with other agencies and government bodies, including Human Resources Development Canada, the Ministry of Social Development and Economic Security, the Premier's Youth Office, and the Ministry of Advanced Education, Training and Technology.

Key Accomplishments:

Opening Doors

- **Opening Doors 2000 CD-ROM distributed** *Winter 2000*
- **Opening Doors launched as Web site (www.openingdoorsbc.com)** *March 2000*

What Works

- **Summer issue of What Works distributed** *June 1999*
- **Fall issue of What Works distributed** *October 1999*

Other Career Information Services

- **Guide to British Columbia's Public Post-Secondary Institutions: booklet and corresponding Web site produced and distributed** *June 1999*
- **English as a Second Language Database Project completed for BC Centre for International Education (BCCIE)** *August 1999*
- **BC Work Futures: Research completed on updating the education and training sections of 183 occupational profiles contained in the 2000 edition** *April 2000*

SYSTEM PARTNERSHIP SERVICES

Limited resources and increasing demands—this is the reality for the education system particularly when it comes to buying and maintaining Information Technology (IT) tools and systems. In response to the needs of education institutions for IT products at a reasonable price, the Centre for Education Information offers System Partnership Services (SPS).

On behalf of colleges, institutes and universities in British Columbia, SPS negotiates software license agreements and hardware discounts. By negotiating as one body, institutions are able to leverage buying power, with the result that savings are kept on-site at each institution. As SPS is user focused, each institution is assured of getting software that meets its needs.

As a result of the work done by SPS, BC institutions enjoyed a savings of over $1.57 million in 1999/2000. The majority of this was saved on annual maintenance and support fees in relation to major agreements with SCT (Banner), Oracle, and Datatel (Colleague). A portion of the savings is attributable to the purchase of software through the Education Discount Group (EDG), which is available to all post-secondary institutions in the province. This includes preferential pricing on Microsoft, Corel, and Filemaker products.

SPS Delivers

- Independent assessment of the administrative IT needs of the post-secondary system, and evaluation of software and service solutions to these needs.
- Negotiation of system wide agreements on selected software and service solutions.
- Management of the resulting agreements, including liaising between institutions and vendors, monitoring effectiveness, and planning for agreement renewal when required.
- Potential to expand services to include discounts to students.

SPS provides a system-wide approach to leverage buying power, with the result that savings are kept on-site at each institution. Savings totalled over $1.57 million in 1999/2000.

SYSTEM PARTNERSHIP SERVICES

Limited resources and increasing demands—this is the reality for the education system particularly when it comes to buying and maintaining Information Technology (IT) tools and systems. In response to the needs of education institutions for IT products at a reasonable price, the Centre for Education Information offers System Partnership Services (SPS).

On behalf of colleges, institutes and universities in British Columbia, SPS negotiates software license agreements and hardware discounts. By negotiating as one body, institutions are able to leverage buying power, with the result that savings are kept on-site at each institution. As SPS is user focused, each institution is assured of getting software that meets its needs.

As a result of the work done by SPS, BC institutions enjoyed a savings of over $1.57 million in 1999/2000. The majority of this was saved on annual maintenance and support fees in relation to major agreements with SCT (Banner), Oracle, and Datatel (Colleague). A portion of the savings is attributable to the purchase of software through the Education Discount Group (EDG), which is available to all post-secondary institutions in the province. This includes preferential pricing on Microsoft, Corel, and Filemaker products.

SPS Delivers

- Independent assessment of the administrative IT needs of the post-secondary system, and evaluation of software and service solutions to these needs.
- Negotiation of system wide agreements on selected software and service solutions.
- Management of the resulting agreements, including liaising between institutions and vendors, monitoring effectiveness, and planning for agreement renewal when required.
- Potential to expand services to include discounts to students.

SPS provides a system-wide approach to leverage buying power, with the result that savings are kept on-site at each institution. Savings totalled over $1.57 million in 1999/2000.

POST-SECONDARY APPLICATION SERVICE OF BC

The Post-secondary Application Service of BC (PASBC) is an online service (www.pas.bc.ca) that allows prospective students to apply for admission to British Columbia post-secondary institutions. All the information they need to apply is available, including application forms and online help.

The key to the success of PASBC is that it provides benefits to both applicants and participating institutions. Applicants have a service that streamlines their access to post-secondary education, while institutions enjoy a heightened Web presence, and the ability to deliver services electronically. Perhaps most importantly, institutions are able to take advantage of efficiencies made possible through the linking of business processes and information management services to the Internet. Institutions report that processing online applications takes half the time of processing traditional paper applications, thereby allowing staff more time to focus on the education frontline.

Support for PASBC continues to grow. Over the last two years, the University of British Columbia (UBC) and Simon Fraser University (SFU), to mention just two, have strongly endorsed the service and have seen a resultant increase in the number of applications through PASBC. By the end of 1999, UBC had received nearly 70 per cent of its applications for the 2000/2001 academic year via the Web. Similarly, SFU reported that for the Spring 2000 semester, over 50 per cent of applicants applied through PASBC.

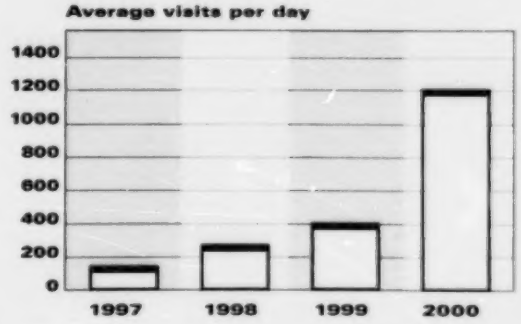
Launched in January 1996, PASBC was the first online application-for-admission system in Canada. Enhancements have continued to ensure this service remains at the forefront of functionality and efficiency. In the past year, PASBC was redesigned, featuring improved security, user-friendly interface, user log-in and save function, improved navigation, enhanced online help, and administrative tools, such as reporting of application counts.

Key Accomplishments:

- **Kwantlen University College begins accepting applications for admission through PASBC, joining the 17 institutions already involved** *May 1999*
- **PASBC rebuilt to ensure Y2K compliance, and to offer additional security features and other enhancements** *December 1999*
- **Technical University of BC joins PASBC** *December 1999*
- **Announcement made that PASBC will accept the first applications for admission to graduate programs for Tech BC's Fall 2000 intake** *February 2000*
- **Camosun College and Malaspina University-College make commitment to join PASBC** *February 2000*
- **19 BC public post-secondary educational institutions online with PASBC** *March 2000*

Visitors who came to the PASBC site and used the service came from many countries including: the United States, Norway, France, Japan, Sweden, United Kingdom, and Mexico

Since the redesign of the PASBC system, traffic to the site has increased almost 2 ½ times.



POST-SECONDARY APPLICATION SERVICE OF BC

The Post-secondary Application Service of BC (PASBC) is an online service (www.pas.bc.ca) that allows prospective students to apply for admission to British Columbia post-secondary institutions. All the information they need to apply is available, including application forms and online help.

The key to the success of PASBC is that it provides benefits to both applicants and participating institutions. Applicants have a service that streamlines their access to post-secondary education, while institutions enjoy a heightened Web presence, and the ability to deliver services electronically. Perhaps most importantly, institutions are able to take advantage of efficiencies made possible through the linking of business processes and information management services to the Internet. Institutions report that processing online applications takes half the time of processing traditional paper applications, thereby allowing staff more time to focus on the education frontline.

Support for PASBC continues to grow. Over the last two years, the University of British Columbia (UBC) and Simon Fraser University (SFU), to mention just two, have strongly endorsed the service and have seen a resultant increase in the number of applications through PASBC. By the end of 1999, UBC had received nearly 70 per cent of its applications for the 2000/2001 academic year via the Web. Similarly, SFU reported that for the Spring 2000 semester, over 50 per cent of applicants applied through PASBC.

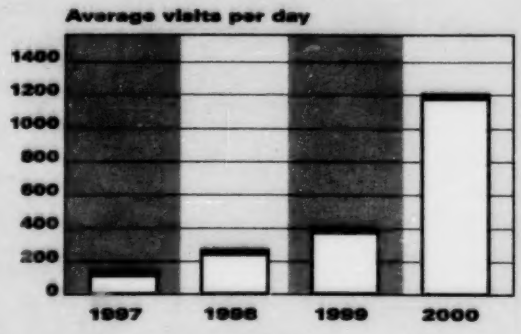
Launched in January 1996, PASBC was the first online application-for-admission system in Canada. Enhancements have continued to ensure this service remains at the forefront of functionality and efficiency. In the past year, PASBC was redesigned, featuring improved security, user-friendly interface, user log-in and save function, improved navigation, enhanced online help, and administrative tools, such as reporting of application counts.

Key Accomplishments:

- **Kwantlen University College begins accepting applications for admission through PASBC, joining the 17 institutions already involved** *May 1999*
- **PASBC rebuilt to ensure Y2K compliance, and to offer additional security features and other enhancements** *December 1999*
- **Technical University of BC joins PASBC** *December 1999*
- **Announcement made that PASBC will accept the first applications for admission to graduate programs for Tech BC's Fall 2000 intake** *February 2000*
- **Camosun College and Malaspina University-College make commitment to join PASBC** *February 2000*
- **19 BC public post-secondary educational institutions online with PASBC** *March 2000*

Visitors who came to the PASBC site and used the service came from many countries including: the United States, Norway, France, Japan, Sweden, United Kingdom, and Mexico

Since the redesign of the PASBC system, traffic to the site has increased almost 2 ½ times.



INTERNET BUSINESS SERVICES

The Internet Business Services (IBS) unit assists institutions in making the most of the Internet with a focus on building solutions to improve an organization's efficiency, accessibility and marketability.

Specifically, IBS is involved in the design, development and maintenance of Web-based information systems and associated databases to support the electronic delivery of services. The IBS team provides start-to-finish services in Web publishing, Web application, and New Media design and development.

Services include project management, needs assessments, project designs and specifications, Web and database design and programming, Web content management, Web site hosting, software and technology training, and user and technical documentation. In 1999/2000 these services were extended to a range of organizations interested in using Internet tools to enhance operational and management processes.

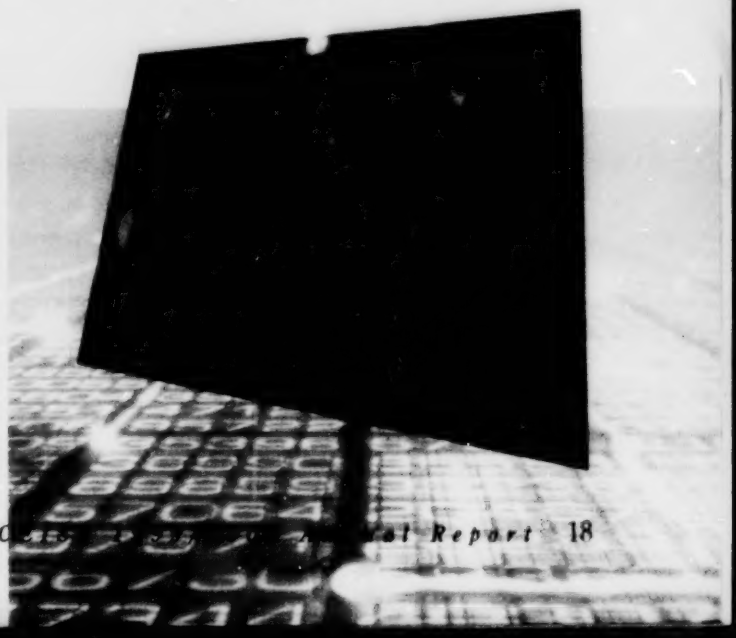
A key IBS product is i-Line; which provides a simple and efficient way of managing important databases via the Internet. i-Line applications include those for reporting, registrations, evaluations and surveys.

Web Sites Developed by IBS

- Contract Training & Marketing Society (CTM)
  http://www.ctms.org/
- 1999 Guide to BC's Public Post-secondary Institutions
  http://www.aett.gov.bc.ca/postsecguide/
- BC ESL Information Centre
  http://bccie.bc.ca/
- Distributed Learning Course Directory (DLCD)
  http://dlcd.ctt.bc.ca/
- On Track Web site
  http://ontrack.ceiss.org/

Key Accomplishments:

- **CTM i-Line launched, providing a secure, searchable database of facilities, programs and instructor profiles available at 16 participating colleges** *April 1999*
- **Launch of corporate Web site for Contract Training and Marketing (CTM) Society** *April 1999*
- **Technical analysis for Student Outcomes Reporting System (SORS) for the Web completed** *September 1999*
- **Design and development of On Track: Private Training Outcomes Survey Web site completed** *October 1999*
- **English as a Second Language (ESL) Information Centre i-Line launched** *October 1999*
- **Revamped On Track Web site launched** *November 1999*
- **Redesign of Post-secondary Application Service of BC completed** *December 1999*
- **Needs assessment report on Web and Intranet services completed for Industry Training and Apprenticeship Commission (ITAC)** *February 2000*
- **Design of an online proposal writing toolkit undertaken for Contract Training and Marketing (CTM) Society** *February 2000*
- **Design and development of Web release of Opening Doors completed** *March 2000*



A YEAR IN SERVICE

The Centre for Education Information Standards and Services was created to support the BC education system. This focus on our stakeholders is a tradition that continues today, with stakeholder satisfaction a paramount concern in every project. Through working collaboratively with the education system, we are Moving Forward.

NVIT NICOLA VALLEY INSTITUTE OF TECHNOLOGY

Nestled in the beautiful Nicola Valley is a small college with a unique mandate: providing credentials for future First Nations leaders in the fields of wellness, governance, and land and economic development. Founded in 1985 as a private society, the Nicola Valley Institute of Technology (NVIT) became a full and independent member of the public post-secondary system in September 1995.

At that time, NVIT joined a group of colleges and institutes implementing an integrated administrative system designed specifically for college use. Entitled Colleague, this Datatel product features finance, human resources/payroll, and student records modules. Implementing such a complex system is no small task, and it is here that the Centre for Education Information is involved. Through our Administrative Systems Implementation team, we assist participating colleges and institutes with the implementation of Colleague.

Through its involvement in this project, NVIT has gained not only an administrative system but also efficient business processes, closer connections with other colleges, and a strong foundation for future growth.

The Customer

The implementation team at NVIT comprises the administrative staff, led by Bursar Grant Veale. Before Colleague, the staff relied on a combination of manual systems and small business software packages to handle finance and payroll functions. The school's growth, however, clearly demonstrated the need for a more sophisticated system.

"As one of the smallest institutions in the system, there was no way we could afford much on our own," recalled Mr. Veale. "Colleague was a prime opportunity to join in with the other colleges."

In addition to benefits of group purchasing and ongoing support from CEISS, NVIT was eager to implement Colleague because of its ability to keep statistics relating to the school's mission as an Aboriginal college.

"It's really important to us for institutional research," said the Bursar. "We're doing reports that have to be produced on what we want to do internally. For example, should we keep a program? Does it need more students?"

Before and After

Before Colleague, staff produced the student tax slips, Form T2202A Tuition and Education Amounts Certificate, by hand. Preparing 300 of these forms, detailing each student's name, address, tuition paid, months enrolled, and program name, was a significant task. "It would take a couple days just to write them out. With Colleague we did them in just over an hour."

This is not the only example of how this integrated administrative system helped NVIT enhance its operations. Colleague was also used to produce the reports on staff and contractors that are required by government under the Financial Information Act. "It's a lot easier than adding up every invoice in a file manually," noted Mr. Veale. "Colleague can do in a morning what I used to do at night, above my operational work."

NVIT was eager to implement Colleague because of its ability to keep statistics relating to the school's mission as an Aboriginal college.

Value Added

The Colleague institutions work collaboratively, on both implementation and operational issues. As a member of this group, NVIT has been able to contribute its knowledge and take advantage of system expertise. "Penny (Fahlman, Controller) in Prince George, and Connie (Currie, Financial Services Manager) at Emily Carr have been very helpful," said Mr. Veale. "They've told me—Call me any time if you have any questions at all."

In addition to peer support, software enhancements built for larger colleges are made available to NVIT, resulting in a savings. In a similar fashion, the group is able to share their experience in areas such as testing of modules before launching them. "We didn't do a lot of testing," reported Mr. Veale. "We relied a lot on the other colleges—it was a big benefit to us."

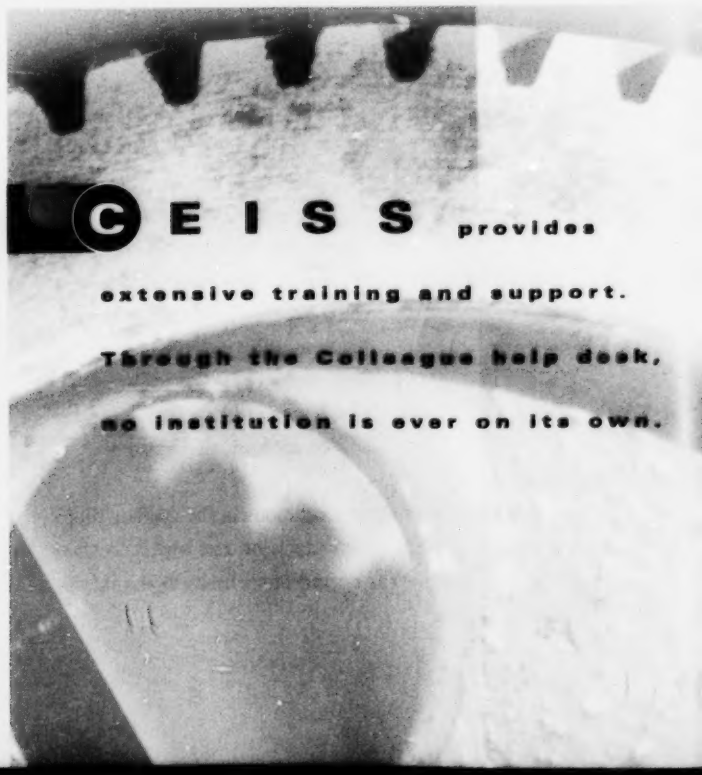
As implementation managers, the Centre for Education Information is able to facilitate sharing among the institutions. As well, CEISS provides extensive training and support. "We could never have afforded all the technical support we had," Mr. Veale said. "We had all the people here to help us implement the modules." Through the Colleague help desk provided by CEISS, no institution is ever on its own. "We can phone the help desk, and it's done. There's excellent turn-around even though we ask very specific questions."

The Future

A new campus that will serve 300 students plus faculty and staff is now under construction in co-operation with the University College of the Cariboo, another Colleague institution. When it opens in 2001, NVIT will be able to rely on a powerful administrative system that is well suited to the school's growth.

Meeting the challenges of implementation has also benefited NVIT as an organization. "We could never have done it without the staff at NVIT, especially the Registrar, the Director of Human Resources, the Manager of Finance, and the Information Systems Coordinator," said Mr. Veale.

"I'm really proud of NVIT. We're the smallest of any college, and by April 1999 we had two of the three major modules up. By May 15, 2000 we will have all three major modules live, including Human Resources/Payroll. The staff will finally get the direct deposit payroll they have been asking me for the last three years."



Information that is complete, accurate, and credible is the foundation of effective planning and sound decision making. This is the type of information contained in the Labour Relations Database (LRDB) Version 2.0, produced by the Centre for Education Information to support the collective bargaining process in the college and institute sector.

The LRDB provides comprehensive human resources statistics on faculty from 22 colleges and institutes in British Columbia. As a system-wide agency, CEISS was able to ensure all project partners enjoyed the benefits of this project, including a reduction in the cost of collective bargaining through the availability of information, improved data quality through documentation and standardization, increased efficiency due to the accessibility of accurate, timely information, and improved analysis.

Project partners

Cindy Oliver is Secretary-Treasurer with the College Institute Educators' Association (CIEA), the largest post-secondary education union in British Columbia. CIEA represents the interests of 7,000 faculty and staff in 23 locals at colleges, university colleges, institutes and agencies, and in the private sector.

CIEA has been involved in the LRDB since the project's kick-off in 1997, when the provincial government, the Post-Secondary Employers Association and the Joint Union Caucus (now the Provincial Bargaining Council) approached CEISS with the idea of building a comprehensive and standardized database that could be used across the college system.

"All the Locals at the table felt it would be very useful to have a labour relations database, instead of scrambling to dig up the statistics when the need arose," said Ms. Oliver. "Although the statistics were available, we seemed to spend an inordinate amount of time searching for accurate numbers and costing things out. [With the LRDB] we're working from the same set of numbers in order to make decisions."

The LRDB can be used to answer a range of questions in support of the collective bargaining process. For example, how many part-time instructors are there in English or Chemistry? How many faculty members earn more than a certain amount and how many less?

"We could have figured (the answers to these questions) out, but it would have meant days or weeks of research. By accessing the database, it was done in 15 minutes," said Ms. Oliver. "[The LRDB] is probably not something we use on a daily basis, but when we need it and use it, it's invaluable. It doesn't become an onerous project to get the information."

Working Together

Bringing the database to completion required close work with project partners. Collaboration was involved at every step, from defining consistent data requirements to getting sign-off from the institutions on their data preceding the release of the LRDB. The steering committee—which included CIEA, the BC Government and Service Employees' Union, college and institute employee relations administrators and bursars, and the Ministry of Advanced Education, Training and Technology—was involved in every step of the project. In addition, issues of ownership, access to data, and Freedom of Information and Protection of Privacy (FOIPOP) all had to be addressed and resolved.

This collaboration reflects the day-to-day realities of those in the education system. "Our organization does not work in isolation—we work with others," said Ms. Oliver.

The foundation laid during the production of the LRDB, as well as the experience gained, will be valuable in the next iteration of this product, called the Human Resources Database (HRDB). The HRDB will contain data on support staff and institutional management, in addition to faculty. For now, however, system partners are focused on making maximum use of the LRDB.

Said Ms. Oliver: "In the next bargaining round, the LRDB is really going to help."

STUDENTS, TEACHERS AND CAREER PRACTITIONERS

Decisions about post-secondary education are not easy to make for many young people. Balancing educational preferences, career aspirations, financial concerns, and the input of family, friends, and mentors is a challenge. Young people know that a choice of a field of study and school impacts not only their education but also their eventual career and lifestyle.

Although young people have access to a range of planning tools for post-secondary education, many still rely on traditional methods of deciding what and where to study. A focus group held in spring 2000 with youth in Victoria, BC indicated most would decide where to attend college or university through "word of mouth." This includes friends, school counsellors, parents, family members, and promotion by institutions and professionals.

The range of education programs offered by the BC post-secondary system may come as a surprise for many young people. A straw poll of Grade 10 students attending a February 2000 career fair in Prince George, BC indicated many believed there are fewer than 100 different programs in the province. In fact, there are more than 1,380 full-time undergraduate programs offered by the 28 public colleges, universities, university colleges, and institutes in BC.

Better decisions

This range of programs is featured in a product called Opening Doors, produced annually by the Centre for Education Information. Opening Doors allows students to quickly and easily search a database to discover the programs and schools that best meet their needs.

For example, a student considering a career in high technology may search for programs in "computer and information sciences" and receive search results on 44 different programs across BC. A search on "fine, visual, and performing arts" produces 109 results. Those students who know what they want to study can produce targeted results using the "subject" search. A search on "adventure tourism" results in five options; search on "forestry related," 23.

Now on the Web

Opening Doors has been carefully developed to meet a range of individual needs. It is easily integrated into career planning classes or made available in computer labs for students to use on their own time. In 1999/2000, the Opening Doors Web site was launched, allowing prospective students from around the world to research a BC education on a 24/7 basis.

Teachers, career counsellors, and career practitioners recognize the value of Opening Doors. Their comments included these:

"This program will be very helpful for students."
"This is a very useful tool."
"I will be certain to use this in my classroom."
"Opening Doors is an excellent program."
"I wish we had a Web site like this when I was choosing a post-secondary program."

Likewise, students respond with enthusiasm to Opening Doors. Focus groups conducted to assess the impact and usefulness of the Web site resulted in these student comments:

"I like the step-by-step process, it's easy."
"There is lots of information in this Web site."
"The FAQs (Frequently Asked Questions) were very helpful."
"The Opening Doors graphics are good, up-to-date."
"It is a very thorough site."
"Comprehensive; I liked the idea that it has it all in one spot."
"The glossary is good and helped me figure out what some things meant."
"It has a good layout."

CEISS **CONTACTS**

Centre For Education Information

4th Floor, 1483 Douglas Street
Victoria, BC V8W 3K4
E-mail: ceiss@ceiss.org
Web: http://www.ceiss.org/
Phone: (250) 413-4400
Fax: (250) 413-4401

Chief Executive Officer
David Rees
Phone: (250) 413-4400
E-mail: drees@ceiss.org

Client Services
Erwin Schwarz, *Director*
Phone: (250) 978-4239
E-mail: eschwarz@ceiss.org

Corporate Services
Valerie Wooff, *Director*
Phone: (250) 978-4215
E-mail: vwooff@ceiss.org

Information Services
Scott MacInnis, *Director*
Phone: (250) 978-4230
E-mail: smacinni@ceiss.org

Information Standards
Wendy Norman, *Director*
Phone: (250) 978-4229
E-mail: wnorman@ceiss.org